

# Oxnard Union High School District Condor High School

Grades 9 through 12  
Kathy Greaves, Administrator



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## 2012-13 School Accountability Report Card *Published January 2014*

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## Principal's Message

Condor High School is a place where students can spread their wings. We offer a variety of pathways custom tailored to each individual student. Whether students seek an accelerated path through high school and college in our middle college program or just need the flexibility of scheduling that an independent study environment affords, Condor High School provides the nurturing environment for students to reach their highest potential. We have a highly qualified and caring staff that is responsive to each student's challenges and aspirations. Through a rigorous core curriculum and opportunities to explore interests beyond high school, students are encouraged to attain their highest academic and personal growth and to contribute positively to the society around them.

## Mission Statement

Condor High School provides an individualized education that celebrates students' unique learning styles through a rigorous and relevant curriculum. Condor High supports students in earning their high school diploma while pursuing lifelong learning goals through a matriculated partnership with Oxnard College.

### School Vision

Condor High School inspires students to become responsible, successful, and adaptable members of the community.

### Schoolwide Learning Outcomes

- Success through rigorous standards-based curriculum.
- Opportunity to pursue college and career interests.
- Achievement of academic and attendance goals.
- Responsibility to self, family, and community.

## School Profile

Condor High School is located in the southern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2012-13 school year, 194 students were enrolled, including 2% in special education, 49% qualifying for English Language Learner support, and 74% qualifying for free or reduced price lunch. Condor High School achieved a 2013 Academic Performance Index (API) score of 526.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	3.10%	Grade 9	4
Amer. Indian or Alaskan Native	0.50%	Grade 10	8
Asian	0.50%	Grade 11	42
Filipino	1.00%	Grade 12	140
Hisp. or Latino	83.50%		
Pacific Islander	0.00%		
Caucasian	11.30%		
Multi-Racial	0.00%		
Total Enrollment			194

# Student Achievement

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Condor High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	N/A	17	16	45	48	49	54	56	55
Math	N/A	5	4	26	29	27	50	50	50
Science	N/A	23	28	45	55	54	57	60	59
Social Science	N/A	15	18	43	46	44	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Condor High School								
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	0	0	0	24	0	12	0	0	
Math	0	0	0	23	0	2	0	0	
Science	0	0	0	0	0	19	0	0	
Social Science	0	0	0	35	0	12	0	0	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	OUHSD	Condor High School							
	All	All	Male	Female	English Learners	Economically Dis-advan- tagged	Students with Dis-abilities	Migrant Educ.	
Lang. Arts	49	16	13	18	*	12	*	*	
Math	27	4	3	6	4	4	*	*	
Science	54	28	39	17	8	22	*	*	
Social Science	44	18	21	15	*	15	*	*	

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for

life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 48% of Condor High School's tenth grade students who took the test passed the math portion of the exam and 40% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Condor High School			OUHSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	N/A	18	23	56	50	51	59	56	57
Math	N/A	18	17	53	53	54	56	58	60

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	49	22	28	46	35	19
All Students (School)	77	14	9	83	14	2
Male Female	77	18	5	86	9	5
African-Amer.	76	10	14	80	20	0
Amer. Indian or Alaskan Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hisp. or Latino	0	0	0	0	0	0
Pacific Islander	88	6	6	88	13	0
Caucasian	0	0	0	0	0	0
Multi-Racial	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Economically Disadvantaged	100	0	0	100	0	0
Migrant Educ. Students with Disabilities	81	13	6	87	10	3
	0	0	0	0	0	0
	0	0	0	0	0	0

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Condor High School.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	*	*	*

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	*	*	*
Similar Schools Rank	*	*	*

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	*	*	**
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	CHS		OUHSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	34	526	10,962	748	1,408,684	757
Students with Disabilities	2		1,052	525	140,020	530
Economically Disadvantaged	18	443	7,050	709	785,890	709
English Learners	13	526	5,231	695	365,138	662
African-Amer.	1		214	758	92,577	667
Amer. Indian or Alaskan Native			23	778	10,133	721
Asian	1		252	911	123,752	876
Filipino			470	849	40,585	834
Hisp. or Latino	24	498	8,304	716	716,276	709
Multi-Racial	1		150	822		
Pacific Islander			34	802	7,962	736
Caucasian	7		1,515	856	377,877	819

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 770 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CHS	OUHSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	N/A	No
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Condor High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	CHS	OUHSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2008-2009
Year in PI	N/A	Year 3
No. of Schools Currently in PI	6	
% of Schools Currently Identified for PI	75.0%	

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, letters, the school website, annual mailer, Blackboard Connect (notification system), and personal phone calls. Contact school teachers at (805) 385-2510 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone

### Committees

Parent Teacher Student Association  
School Site Council

### School Activities

Open House  
Student Orientation  
Graduation Activities

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Condor High School's has three building locations and ongoing ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

The custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Day and evening custodians are shared with adjacent campuses and are responsible for cleaning the classrooms and restrooms. Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The administrator communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	-
Acreage	-
Square Footage	-
	<b>Quantity</b>
Permanent Classrooms	3
Portable Classrooms	0
Restrooms (sets)	3
Office	3
Student workspace with computers	3

### Deferred Maintenance

Condor High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Condor High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Condor High School on an annual basis in accordance with Education Code §17592.72(c)(1). Condor High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 24, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, September 24, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems		<input checked="" type="checkbox"/>	
B. Interior			<input checked="" type="checkbox"/>
C. Cleanliness	<input checked="" type="checkbox"/>		
D. Electrical			<input checked="" type="checkbox"/>
E. Restrooms / Fountains	<input checked="" type="checkbox"/>		
F. Safety	<input checked="" type="checkbox"/>		
G. Structural	<input checked="" type="checkbox"/>		
H. External	<input checked="" type="checkbox"/>		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Hueneme HS classroom T1 - damaged HVAC control (wires exposed).
(B)	Hueneme HS classroom T1 - Television (wall mounted) above a student work station. Oxnard City College (renting facility) - Inspect/replace missing/broken/water stained ceiling tile using methods/materials equivalent to original construction.
(D)	Hueneme HS classroom T1 - 1 overhead light cover is missing.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	<input checked="" type="checkbox"/>		

### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Students at Condor High School meet one-on-one with their teacher. Students arrive as scheduled and are supervised by the teacher to which they are assigned.

Condor High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Condor High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in October 2013 and updated in November 2013. Staff responsibilities and safety plan updates were discussed with staff in November 2013.



## Classroom Environment

### Discipline & Climate for Learning

Condor High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	CHS		
	10-11	11-12	12-13
Suspensions (#)	0	0	1
Suspensions (%)			0.52 %
Expulsions (#)	0	0	1
Expulsions (%)			0.52 %
OUHSD High Schools			
Suspensions (#)	2610	2291	1840
Suspensions (%)	15.65 %	14.36 %	11.56 %
Expulsions (#)	112	91	103
Expulsions (%)	0.67 %	0.57 %	0.65 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	7.0	17	6	*
Math	5.0	37	*	*
Science	3.0	25	*	*
Social Science	4.0	58	*	*

## Dropouts

Condor High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include individual instruction, flexible scheduling through independent study, a middle college program, english and math support classes, and CAHSEE preparation tutoring. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2011-12 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

Graduation & Dropout Rates			
	CHS		
	09-10	10-11	11-12
Dropout Rate	-	0.0%	0.0%
Graduation Rate	-	0.0%	0.0%
OUHSD			
Dropout Rate	12.5%	13.3%	11.0%
Graduation Rate	78.9%	78.8%	81.4%
California			
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

### Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Condor High School.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2011-12**		
Condor High School	OUHSD	California
N/A	81.4 %	78.7 %

Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

\*\* Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	CHS	OUHSD	State
All Students	0%	80.1%	84.4%
African-Amer.	0%	2.5%	5.7%
Amer. Indian or Alaskan Native	0%	0.3%	0.6%
Asian	0%	2.1%	8.4%
Filipino	0%	3.7%	2.6%
Hisp. or Latino	0%	56.5%	39%
Pacific Islander	0%	0.4%	0.5%
Caucasian	0%	13.9%	25.8%
Multi-Racial	0%	0.5%	1.4%
English Learners	0%	24.2%	18.8%
Economically Disadvantaged	0%	50.1%	6.4%
Students with Disabilities	0%	6%	43.9%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Condor High School revolve around the California State Content Standards and Frameworks. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2012-13 school year, Condor High School's teachers attended the following events hosted by the Oxnard Union High School District:

- EL Strategies Training
- Data Director Training
- CELDT Training
- Synergy Training
- Strategic Schooling; Dennis Parker
- Preparing English Learners for the 21st Century Learning
- Increasing Academic Vocabulary in ESL Classes
- Internet Resources Training
- Shmoop Training

Condor High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
0	0	0

### Instructional Materials

All textbooks used in the core curriculum at Condor High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 11, 2013, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-31 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>Foreign Languages</b>		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I &amp; II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %

History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Language Arts		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
Math		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1999	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of</i>	0 %

Chemistry		
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller &amp; Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the CSU website at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

Students Enrolled in UC/CSU Courses 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	21.6
Graduates who completed all courses required for UC/CSU admission	N/A

\*Most current data available

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their induction appointment, students meet with the counselor to discuss their four-year academic plan and are introduced to Condor High School's technical and career education programs. The counselor meets annually with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Condor High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Programs through Oxnard College

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Classroom observation

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2012-13 school year, Condor High School offered the following career technical education programs as elective courses:

- Addictive Disorders Studies
- Administrative Assistant
- Air Conditioning and Refrigeration
- Anthropology
- Art
- Automotive Body and Fender Repair
- Automotive Technology
- Business
- Business Administration
- Business Management

- Child Development
- Coastal Environmental Studies
- Communication Studies
- Computer Networking
- Culinary Arts
- Dental Assisting
- Dental Hygiene
- Fire Technology
- Legal Assisting/ Paralegal Studies
- Restaurant Management
- Television Production
- Sociology-Human Services

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

Condor High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Condor High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Counselor	1	1.0

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 school year, Condor High School had 10 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Condor High School	68.7 %	31.3 %
<b>District Totals</b>		
All Schools	94.8 %	5.2 %
High-Poverty	94.7 %	5.3 %
Low-Poverty	95.5 %	4.5 %

Teacher Credentials & Assignments				
	CHS			OUHSD
	10-11	11-12	12-13	12-13
Total Teachers	0	0	10	634
Teachers with full credentials	0	0	10	634
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	99
Total teacher misassignments	0	0	0	21
Teacher misassignments for English learners	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	OUHSD
	13-14	13-14
Total teacher misassignments	0	11
Teacher misassignments for English learners	0	0
Teacher vacancies	0	0

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,120	\$42,865
Mid-Range Teacher Salary	\$77,403	\$69,484
Highest Teacher Salary	\$83,726	\$89,290
Superintendent Salary	\$196,000	\$202,664
<b>Average Principal Salaries:</b>		
High School	\$122,646	\$128,378
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	36.00%	37.00%
Administrative Salaries	4.00%	5.00%

## Expenditures Per Student

For the 2011-12 school year, Oxnard Union High School District spent an average of \$8,425 of total general funds to educate each student (based on 2011-12 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	CHS	OUHSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	129	N/A	N/A	N/A	N/A
Total**	\$9,155	N/A	N/A	N/A	N/A
Restr.†	\$44	N/A	N/A	N/A	N/A
Unrestr.††	\$9,112	\$5,168	176.30	\$5,537	164.56
Avg. Teacher Salary	\$79,429	\$72,646	109.34	\$71,584	110.96

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs
- Williams Case Settlement
- Education Jobs Fund
- Medi-Cal Billing Option

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Condor High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Condor High School's SARC and access the internet at any of the county's public libraries. The closest public library to Condor High School is Oxnard Public Library.

Address: 251 South A St., Oxnard  
 Phone Number: (805) 385-7527  
 WebSite: <http://www.oxnard.org>  
 Number of Computers Available: 30

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in September 2013.